

What Works in Student Retention?

Fourth National Survey

Community Colleges with
Twenty Percent or More
Hispanic Students Enrolled*

ACT, 2010

* Revisions were made to data in tables V, VI, and A2 as of November 9th, 2010.

Table of Contents

Community Colleges with 20% or More Hispanic Students Enrolled	1
Section I: Background Information.....	1
Section II: Retention and Degree Completion Rates	2
Section III: Factors Affecting Student Attrition at Your School.....	3
Section IV: On-Campus Retention Practices	4
Section V: Top Three Retention Practices.....	8
Appendix A	
Appendix B	

This report is the culmination of a two-year project directed by a four-member planning team. Inquiries may be directed to any member of the team.

For more information on this survey, please contact:

Wes Habley, Principal Associate in Educational Services (chair)

wes.habley@act.org

Michael Valiga, Director of Survey Research Services

mike.valiga@act.org

Randy McClanahan, Senior Research Associate in Survey Research Services

randy.mcclanahan@act.org

Kurt Burkum, Senior Research Associate in Statistical Research

kurt.burkum@act.org

ACT's What Works in Student Retention
2010 Study

Community Colleges with Twenty Percent or More Hispanic Students Enrolled

This report presents the findings for community colleges with twenty percent or more Hispanic students enrolled that participated in ACT's 2010 *What Works in Student Retention* survey. The report contains information pertinent to only these institutions. For more information concerning the history of ACT's involvement in retention research; various aspects of the study's methodology (e.g., database, administration, etc.); response rates by type of institution; findings for background information; and retention and degree-completion rates for other types of institutions, the reader is directed to the *Report for All Colleges and Universities*. In that report, the reader will find data for community colleges, private four-year colleges and universities, and public four-year colleges/universities. More in-depth information can be found for each of these types of institutions in their respective executive summaries.

A copy of the survey instrument to which all colleges and universities in this study responded can be found in Appendix B of this report. The survey was mailed to the Chief Academic Affairs Officers at a total of 3,360 colleges and universities. A total of 1,104 responses were received of which 37 were community colleges with Hispanic enrollments $\geq 20\%$. Findings for these 37 are presented in this report.

Section I: Background Information

The full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the word "blank," in which case blanks were included in the total number of respondents for the item.

- Forty-one percent of all community colleges with $\geq 20\%$ Hispanic student enrollment indicated a person on their campus was responsible for the coordination of retention programs, while 54% indicated there was no person responsible for such coordination. The position titles for these individuals varied widely. From among the 13 positions listed, Chief Student Affairs Officer, Assistant/Associate Student Affairs Officer, and Director were most frequently selected by 8% each.
- Sixty-five percent of the colleges offered at least some undergraduate credit hours through online instruction. Of the total group offering online instruction, over one-third (38%) offered 15% or more of their total undergraduate hours online.
- From among the three transfer enhancement programs, the largest percentage of these schools participated in articulation agreements with selected colleges (68%). Over one-third of the schools also participated in a common course numbering system statewide (38%). About one-third participated in a course applicability system with a selected group or consortium of colleges (32%) or statewide (27%).

Q1. Is there a person on your campus who is responsible for the coordination of retention programs?

yes	40.5%
no	54.1%
no response	5.4%

Q2. What title most closely approximates that of the individual?

Chief Student Affairs Off	8.1%
Director	8.1%
Asst/Assoc Student Affairs Officer	8.1%

Q3. Approximately what percentage of your undergraduate credit hours is offered through online instruction?

0%	5.4%
1% - 5%	13.5%
6% - 14%	27.0%
15% - 29%	18.9%
30% - 100%	5.4%
don't know/ unavailable/ blank	29.7%

Q4. Check all* of the transfer enhancement programs below in which your institution participates.

A. Common course numbering system...

with selected colleges	16.2%
with a selected group or consortium of colleges	5.4%
system-wide	5.4%
statewide	37.8%
none of the above	35.1%

* Multiple responses are possible.
Percentages do not sum to 100%.

B. Articulation agreements...

with selected colleges	67.6%
with selected group or consortium of colleges	16.2%
system-wide	13.5%
statewide	24.3%
none of the above	0.0%

*Multiple responses possible.
Percentages do not sum to 100%.

C. Course applicability system...

with selected group or consortium of colleges	32.4%
system-wide	16.2%
statewide	27.0%
multi-state system	0.0%
none of the above	29.7%

*Multiple responses possible.
Percentages do not sum to 100%.

Section II: Retention and Degree-Completion Rates

The full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the word "blank," in which case blanks were included in the total number of respondents for the item.

- The median and mean first-year to second-year retention rate reported by schools with $\geq 20\%$ Hispanic enrollment were 59% and 56%, respectively. Well over half (62%) of the schools reported not having a specific first-year to second-year retention rate goal, while 19% reported they did. Both the mean and median retention rate goal for the group was 70%.
- Fifty-seven percent of the schools reported not having a specific degree-completion goal. The median degree-completion rate goal was 34%, and the mean was 41%. The largest percentage of respondents having a degree completion goal reported a one-year timeframe (8%).

Q1. What is your institution's current first-year to second-year retention rate for first-time, full-time students)?

N	27
Mean	58.6
25 th percentile	50.0
Median	56.0
75 th percentile	63.0

don't know/unavailable/
blank

N	7
%	18.9

Q3. Assuming a three-year timeframe for two-year institutions, what is your institution's current student degree-completion rate?

N	23
Mean	30.2
25 th percentile	9.3
Median	21.0
75 th percentile	42.0

don't know/unavailable/
blank

N	7
%	18.9

Q2. Does your institution have a specific goal for its first-year to second-year retention rate?

- a. no 62.2%
- b. don't know/unavailable/
blank 18.9%
- c. yes 18.9%

If yes: The goal for the student retention rate (% of students who will be retained – not percent increase) and the schedule for achieving that goal are:

d. Retention rate goal

N	7
Mean	69.8
25 th percentile	58.6
Median	70.0
75 th percentile	76.0

e. Timeframe for achieving that goal

no specific timeframe	5.4%
one year	8.1%
two years	0.0%
three years	5.4%
four years	0.0%
five years	0.0%
more than five years	0.0%
no response	81.1%

Q4. Does your institution have a specific goal for its student degree-completion rate (three-year graduation timeframe for two-year institutions)?

- a. no 56.8%
- b. don't know/unavailable/
blank 27.0%
- c. yes 16.2%

If yes: The goal for the student degree-completion rate (% of students who will be retained – not percent increase) and the schedule for achieving that goal are:

d. Degree-completion goal

N	6
Mean	40.7
25 th percentile	7.0
Median	33.9
75 th percentile	70.0

e. Timeframe for achieving that goal

no specific timeframe	2.7%
one year	8.1%
two years	0.0%
three years	5.4%
four years	0.0%
five years	0.0%
more than five years	0.0%
no response	83.8%

Section III: Factors Affecting Student Attrition at Your School

Section III contained a list of 42 student and institutional characteristics or factors that can affect student attrition. Respondents were asked to rate the degree to which these factors affected attrition at their school on a five-point scale where 5=major effect, 3=moderate effect, and 1=little or no effect. All 42 items are listed, in numeric order, along with means for each in Appendix A, Table A1 following this report. Observation of the mean distribution was used to determine where reporting breaks were to be made.

Tables I and II contain the attrition factors with the highest and lowest means, respectively, for colleges with a Hispanic student enrollment $\geq 20\%$.

Table I: Attrition Factors with Highest Means ($\geq 20\%$ Hispanic two-yearr)

Item #	Item	Mean
2	level of student preparation for college-level work	4.33
31	student study skills	4.28
20	adequacy of personal financial resources	4.11
36	student family responsibilities	4.11
9	student low socio-economic status	4.08
21	level of student motivation to succeed	4.00
27	level of job demands on students	3.94
10	amount of financial aid available to students	3.86
24	level of emotional support from family, friends, and significant others	3.83
13	level of student commitment to earning a degree	3.83

Table II: Attrition Factors with Lowest Means ($\geq 20\%$ Hispanic two-yearr)

Item #	Item	Mean
39	cultural activities	2.25
35	rules and regulations governing student behavior	2.19
16	extracurricular programs	2.14
22	student physical health issues	2.11
40	distance from students' permanent homes	2.03
37	campus safety and security	2.00
25	residence hall facilities	1.31
26	programs to support students' transition to residence hall living	1.23

Section IV: On-Campus Retention Practices

A list of 94 programs, services, curricular offerings, and interventions, each of which may make a contribution to student retention, was presented in Section IV. For this report these will be referred to as "practices." Observation of the mean distribution was used to determine where reporting breaks were to be made. The incidence rate is the percent of campuses offering or providing a given practice.

Respondents were first asked to indicate if the practice was offered at their college. If the practice was offered, they were asked to then indicate the degree of contribution the practice made to retention on their campus using a five point scale where 5=major contribution, 3=moderate contribution, and 1=little or no contribution. All 94 items are listed, in numeric order, along with incidence rates and means for each in Appendix A, Table A2.

Tables III and IV contain results on the institution practices with the highest and lowest incidence rates reported by respondents for those schools with a Hispanic enrollment $\geq 20\%$.

Table III: Practices with Highest Incidence Rates ((≥ 20% Hispanic two-year)

Item #	Item	Incidence Rates
11	advising interventions with selected student populations	95%
36	individual career counseling	95%
48	tutoring	92%
64	faculty use of technology in teaching	92%
49	study skills course, program, or center	89%
14	academic advising center	86%
33	career exploration workshops or courses	86%
57	library orientation, workshop, and/or course	86%
62	instructional (teaching) techniques	86%
85	college-sponsored social activities	84%
24	mandated placement of students in courses based on test scores	81%
41	remedial/developmental coursework (required)	81%
63	assessing student performance	81%
65	faculty use of technology in communicating with students	81%
37	computer-assisted career guidance	78%
44	mathematics center/lab	78%
45	writing center/lab	78%
43	comprehensive learning assistance center/lab	76%
69	pre-enrollment financial aid advising	76%
78	programs for honor students	76%
87	student leadership development	76%

Table IV: Practices with Lowest Incidence Rates ((≥ 20% Hispanic two-year)

Item #	Item	Incidence Rates
4	freshman seminar/university 101 (non-credit)	11%
61	community member mentoring	11%
73	programs for commuter students	11%
82	programs for other student sub-populations	11%
75	programs for female students	5%
77	programs for gay/lesbian/bisexual/transgender students	5%
84	freshman interest groups (FIGS)	5%
93	fraternities/sororities	5%
94	required on-campus housing for freshmen	3%
6	living/learning communities (residential)	0%

Listed in Tables V and VI are the retention practices with the highest and lowest means.

Table V: Practices with Highest Means ($\geq 20\%$ Hispanic two-year)

Item #	Item	Mean
48	tutoring	4.24
39	supplemental instruction	4.22
24	mandated placement of students in courses based on test scores	4.14
41	remedial/developmental coursework (required)	4.13
72	adult students	4.13
44	mathematics center/lab	4.04
4	freshman seminar/university 101 (non-credit)	4.00
12	increased number of academic advisors	4.00
25	recommended placement of students in courses based on test scores	4.00
60	staff mentoring	4.00
76	first-generation students	4.00
80	racial/ethnic minority students	4.00

Table VI: Practices with Lowest Means ($\geq 20\%$ Hispanic two-year)

Item #	Item	Mean
32	personality assessment	3.07
86	diversity information/training	3.05
61	community member mentoring	3.00
68	enhanced/modified faculty reward system	3.00
75	female students	3.00
93	fraternities/sororities	3.00
84	freshman interest groups (FIGS)	2.00
94	required on-campus housing for freshmen	2.00

Tables VII-IX contain the combination of practices that were highly rated by community colleges with $\geq 20\%$ enrolled Hispanic students with the incidence rates of those practices. Table VII contains the percentages of those colleges that reported highly rated practices with incidence rates $\geq 73\%$. Table VIII contains the percentage of colleges/universities reporting highly rated practices with incidence rates between 35% and 65%. Table IX contains the percentage of institutions reporting practices with incidence rates between 11% and 22%.

Table VII: Highly Rated Practices with High Incidence Rates ($\geq 20\%$ Hispanic two-year)

Item #	Item	Incidence Rate	Mean
48	tutoring	92%	4.24
39	supplemental instruction	73%	4.22
24	mandated placement of students in courses based on test scores	81%	4.14
41	remedial/developmental coursework (required)	81%	4.13
44	mathematics center/lab	78%	4.04
14	academic advising center	86%	3.97
43	comprehensive learning assistance center/lab	76%	3.96
45	writing center/lab	78%	3.96

Table VIII: Highly Rated Practices with Moderate Incidence Rates ($\geq 20\%$ Hispanic two-year)

Item #	Item	Incidence Rate	Mean
25	recommended placement of students in courses based on test scores	65%	4.00
12	increased number of academic advisors	43%	4.00
80	programs for racial/ethnic minority students	41%	4.00
76	programs for first-generation students	35%	4.00
46	reading center/lab	62%	3.95

Table IX: Highly Related Practices with Low Incidence Rates ($\geq 20\%$ Hispanic two-year)

Item #	Item	Incidence Rate	Mean
72	programs for adult students	22%	4.13
60	staff mentoring	19%	4.00
4	freshman seminar/university 101 (non-credit)	11%	4.00
82	programs for other student sub-populations	11%	4.00

Section V: Top Three Retention Practices Section V: Top Three Retention Practices

In Section V, colleges with enrollments of $\geq 20\%$ Hispanic students were asked to review the pool of 94 practices presented in Section IV and identify the three that made the greatest contribution to retention on their campus. Only nine practices were chosen by 10% or more of the institutions as among the top three; those nine practices are shown in Table X. Two of the generic “Other” practices were most frequently chosen (by 32% and 29%). Those practices chosen by 9% or fewer of the institutions can be found in Appendix A, Table A3.

Table X: Three Practices Making the Greatest Contribution to Retention ($\geq 20\%$ Hispanic two-yr)

Item #	Item	% Selecting as Among Top Three
24	mandated placement of students in courses based on test scores	32%
48	tutoring	29%
41	remedial/developmental coursework (required)	18%
50	early warning system	18%
10	training for non-faculty academic advisors	14%
43	comprehensive learning assistance center/lab	14%
44	mathematics center/lab	14%
5	freshman seminar/university 101 (credit)	11%
9	training for faculty academic advisors	11%

Appendix A

Data for Community Colleges with $\geq 20\%$ Hispanic Student Enrollment

Table A1: Means for All Attrition Factors; All Items in Item Number Order

Table A2: Contribution Means and Percentages Using for all Programs, Services, Curricular Offerings, and Interventions; All Items in Item Number Order

Table A3: Programs, Services, Curricular Offerings, and Interventions; Top Three Selected by Fewer than Ten Percent of Colleges; Listed by Percentage from Highest to Lowest

Table A1

Means for All Attrition Factors

All Items in Item Number Order
Colleges with $\geq 20\%$ Hispanic Student Enrollment

Item #	Item	Mean
1	student employment opportunities	3.17
2	level of student preparation for college-level work	4.33
3	relevancy of curricula	2.66
4	student access to needed courses in the appropriate sequence	2.83
5	student first-generation status	3.67
6	accuracy of information provided by academic advisors	3.06
7	availability of academic advisors	2.97
8	level of academic advisors' concern for students	2.83
9	student low socio-economic status	4.08
10	amount of financial aid available to students	3.86
11	student access to financial aid advising and information	3.50
12	ratio of loans to other forms of financial aid	2.91
13	level of student commitment to earning a degree	3.83
14	student-institution "fit"	2.89
15	level of certainty about career goals	3.47
16	extracurricular programs	2.14
17	student educational aspirations and goals	3.63
18	commuting/living off-campus	2.53
19	level of certainty about educational major	3.44
20	adequacy of personal financial resources	4.11
21	level of student motivation to succeed	4.00
22	student physical health issues	2.11
23	adequate academic/learning support services	3.31
24	level of emotional support from family, friends, and significant others	3.83
25	residence hall facilities	1.31
26	programs to support students' transition to residence hall living	1.23
27	level of job demands on students	3.94
28	quality of interaction between faculty and students	3.42
29	consistency of instructional quality	3.22
30	out-of-class interaction between students and faculty	2.83
31	student study skills	4.28
32	student engagement opportunities in the classroom (active learning)	3.67
33	quality of interaction between staff and students	3.25
34	student mental and emotional health issues	3.08
35	rules and regulations governing student behavior	2.19
36	student family responsibilities	4.11
37	campus safety and security	2.00
38	student peer group interaction	2.94
39	cultural activities	2.25
40	distance from students' permanent homes	2.03
41	level of intellectual stimulation or challenge for students	2.75
42	student personal coping skills	3.58

Table A2

**Programs, Services, Curricular Offerings, Interventions
Percent Using and Contribution Mean**

All Items in Item Number Order
Colleges with $\geq 20\%$ Hispanic Student Enrollment

Item #	Item	Incidence Rate	Mean
1	summer orientation	70%	3.39
2	extended freshman orientation (non-credit)	16%	3.33
3	extended freshman orientation (credit)	32%	3.67
4	freshman seminar/university 101 (non-credit)	11%	4.00
5	freshman seminar/university 101 (credit)	51%	3.74
6	living/learning communities (residential)	0%	
7	learning communities (non-residential)	46%	3.65
8	parent/family orientation	30%	3.46
9	training for faculty academic advisors	68%	3.84
10	training for non-faculty academic advisors	70%	3.73
11	advising interventions with selected student populations	95%	3.83
12	increased number of academic advisors	43%	4.00
13	integration of advising with first-year transition programs	54%	3.85
14	academic advising center	86%	3.97
15	center(s) that integrates academic advising with career/life planning	59%	3.82
16	assessment of faculty academic advisors	32%	3.17
17	assessment of non-faculty academic advisors	35%	3.39
18	application of technology to advising	68%	3.52
19	recognition/rewards for faculty academic advisors	22%	3.57
20	recognition/rewards for non-faculty academic advisors	19%	3.29
21	specified student learning outcomes (syllabus) for advising	38%	3.57
22	online advising system	43%	3.07
23	campus-wide assessment/audit of advising	38%	3.29
24	mandated placement of students in courses based on test scores	81%	4.14
25	recommended placement of students in courses based on test scores	65%	4.00
26	diagnostic academic skills assessment	59%	3.48
27	outcomes assessment	51%	3.39
28	learning styles assessment	54%	3.30
29	values assessment	24%	3.44
30	interest assessment	51%	3.53
31	vocational aptitude assessment	38%	3.57
32	personality assessment	41%	3.07
33	career exploration workshops or courses	86%	3.56
34	internships	68%	3.42
35	cooperative education	54%	3.35
36	individual career counseling	95%	3.53
37	computer-assisted career guidance	78%	3.38

Item #	Item	Incidence Rate	Mean
38	job shadowing	27%	3.20
39	supplemental instruction	73%	4.22
40	summer bridge program	65%	3.79
41	remedial/developmental coursework (required)	81%	4.13
42	remedial/developmental coursework (recommended)	51%	3.42
43	comprehensive learning assistance center/lab	76%	3.96
44	mathematics center/lab	78%	4.04
45	writing center/lab	78%	3.96
46	reading center/lab	62%	3.95
47	foreign language center/lab	46%	3.38
48	tutoring	92%	4.24
49	study skills course, program, or center	89%	3.76
50	early warning system	73%	3.76
51	mid-term progress reports	38%	3.83
52	performance contracts for students in academic difficulty	49%	3.50
53	organized student study groups	32%	3.50
54	service learning program	38%	3.08
55	ESL program	73%	3.56
56	online learning support	68%	3.39
57	library orientation, workshop, and/or course	86%	3.39
58	peer mentoring	30%	3.70
59	faculty mentoring	32%	3.50
60	staff mentoring	19%	4.00
61	community member mentoring	11%	3.00
62	instructional (teaching) techniques	86%	3.70
63	assessing student performance	81%	3.54
64	faculty use of technology in teaching	92%	3.49
65	faculty use of technology in communicating with students	81%	3.38
66	writing across the curriculum	51%	3.53
67	interdisciplinary courses	54%	3.20
68	enhanced/modified faculty reward system	30%	3.00
69	pre-enrollment financial aid advising	76%	3.36
70	workshops in money management	49%	3.17
71	short-term loans	59%	3.27
72	programs for adult students	22%	4.13
73	programs for commuter students	11%	3.25
74	programs for ESL students	35%	3.69
75	programs for female students	5%	3.00
76	programs for first-generation students	35%	4.00
77	programs for gay/lesbian/bisexual/transgender students	5%	4.50
78	programs for honor students	76%	3.50
79	programs for international students	43%	3.56
80	programs for racial/ethnic minority students	41%	4.00
81	programs for veterans	46%	3.65
82	programs for other student sub-populations	11%	4.00
83	degree guarantee program	24%	3.33
84	freshman interest groups (FIGS)	5%	2.00
85	college-sponsored social activities	84%	3.10

Item #	Item	Incidence Rate	Mean
86	diversity information/training	51%	3.05
87	student leadership development	76%	3.60
88	time management course/program	59%	3.62
89	health and wellness course/program	59%	3.24
90	personal coping skills course/program	46%	3.67
91	motivation and goal setting workshop/program	49%	3.59
92	residence hall programs	14%	3.20
93	fraternities/sororities	5%	3.00
94	required on-campus housing for freshmen	3%	2.00

Table A3

**Programs, Services, Curricular Offerings, and Interventions
Top Three Selected by Fewer than Ten Percent of Colleges**

Listed by Percentage from Highest to Lowest
Colleges with $\geq 20\%$ Hispanic Student Enrollment

Item #	Item	% Selecting as One of Top Three Practices
2	extended freshman orientation (non-credit)	7%
7	learning communities (non-residential)	7%
39	supplemental instruction	7%
49	study skills course, program, or center	7%
62	instructional (teaching) techniques	7%
95	Other	7%
1	summer orientation	4%
4	freshman seminar/university 101 (non-credit)	4%
12	increased number of academic advisors	4%
15	center(s) that integrates academic advising with career/life planning	4%
19	recognition/rewards for faculty academic advisors	4%
23	campus-wide assessment/audit of advising	4%
26	diagnostic academic skills assessment	4%
28	learning styles assessment	4%
40	summer bridge program	4%
53	organized student study groups	4%
58	peer mentoring	4%
64	faculty use of technology in teaching	4%
65	faculty use of technology in communicating with students	4%
69	pre-enrollment financial aid advising	4%
76	first-generation students	4%
80	racial/ethnic minority students	4%
85	college-sponsored social activities	4%
88	time management course/program	4%
90	personal coping skills course/program	4%
3	extended freshman orientation (credit)	0%
6	living/learning communities (residential)	0%
8	parent/family orientation	0%
11	advising interventions with selected student populations	0%
13	integration of advising with first-year transition programs	0%
16	assessment of faculty academic advisors	0%
17	assessment of non-faculty academic advisors	0%
18	application of technology to advising	0%
20	recognition/rewards for non-faculty academic advisors	0%
21	specified student learning outcomes (syllabus) for advising	0%
22	online advising system	0%
27	outcomes assessment	0%
29	values assessment	0%
30	interest assessment	0%
31	vocational aptitude assessment	0%
32	personality assessment	0%
33	career exploration workshops or courses	0%
34	internships	0%

35	cooperative education	0%
36	individual career counseling	0%
37	computer-assisted career guidance	0%
38	job shadowing	0%
42	remedial/developmental coursework (recommended)	0%
45	writing center/lab	0%
46	reading center/lab	0%
47	foreign language center/lab	0%
51	mid-term progress reports	0%
52	performance contracts for students in academic difficulty	0%
54	service learning program	0%
55	ESL program	0%
56	online learning support	0%
57	library orientation, workshop, and/or course	0%
59	faculty mentoring	0%
60	staff mentoring	0%
61	community member mentoring	0%
63	assessing student performance	0%
66	writing across the curriculum	0%
67	interdisciplinary courses	0%
68	enhanced/modified faculty reward system	0%
70	workshops in money management	0%
71	short-term loans	0%
72	programs for adult students	0%
73	programs for commuter students	0%
74	programs for ESL students	0%
75	programs for female students	0%
77	programs for gay/lesbian/bisexual/transgender students	0%
78	programs for honor students	0%
79	programs for international students	0%
81	programs for veterans	0%
82	programs for other student sub-populations	0%
83	degree guarantee program	0%
84	freshman interest groups (FIGS)	0%
86	diversity information/training	0%
87	student leadership development	0%
89	health and wellness course/program	0%
91	motivation and goal setting workshop/program	0%
92	residence hall programs	0%
93	fraternities/sororities	0%
94	required on-campus housing for freshmen	0%

Appendix B

What Works in Student Retention

Instrument

What Works in Student Retention?

Fourth National Survey

This study reiterates ACT's on-going commitment to help colleges and universities better understand the impact of campus practices on college student retention and persistence to degree attainment. Throughout the last three decades, ACT has conducted a number of research studies relevant to college student success. Postsecondary educators use the results from these research efforts to enhance the quality of programs leading to student success. These projects include, among others, the following.

- Three National Surveys on Retention: *What Works in Student Retention?*
- Six National Surveys on Academic Advising Practices
- Annual Report on National Retention and Persistence to Degree Rates

Your participation in this effort, the 4th National Survey on Retention, will make a significant contribution to a better understanding of retention practices.

Directions: Please complete each set of items on this survey, and then return your completed survey in the envelope provided or mail it to: ACT, Inc.; Survey Research Services 47; PO Box 168; Iowa City, IA 52243.

SECTION I: BACKGROUND INFORMATION

1. Is there a person on your campus who is responsible for the coordination of retention programs?

☐ Yes ☐ No (Skip to Question 3.)

2. What title most closely approximates that of the individual? (Check only one.)

- | | |
|---|--|
| ☐ Chief Executive/President | ☐ Chief Enrollment Management Officer |
| ☐ Provost | ☐ Associate/Assistant Enrollment Management Officer |
| ☐ Associate/Assistant Provost | ☐ Director |
| ☐ Chief Academic Affairs Officer/Campus Dean | ☐ Associate/Assistant Director |
| ☐ Associate/Assistant Academic Affairs Officer | ☐ Coordinator |
| ☐ Chief Student Affairs Officer | ☐ Specialist |
| ☐ Associate/Assistant Student Affairs Officer | |

3. Approximately what percentage of your undergraduate credit hours is offered through online instruction?

_____ % ☐ Don't know/Unavailable

4. Check all of the transfer-enhancement programs below in which your institution participates.

A. Common course numbering system

- ☐ With selected college(s)
☐ With selected group or consortium of colleges
☐ System-wide
☐ Statewide
☐ None of the above

B. Articulation agreements

- ☐ With selected college(s)
☐ With selected group or consortium of colleges
☐ System-wide
☐ Statewide
☐ None of the above

C. A course applicability system (any system that informs students on the applicability of credits earned at other institutions)

- ☐ With selected group or consortium of colleges
☐ System-wide
☐ Statewide
☐ Multi-state
☐ None of the above

SECTION II: RETENTION AND DEGREE-COMPLETION RATES

1. What is your institution's **current first-year to second-year retention rate** (for first-time, full-time students)?

_____ % (percent retained) ☐ Don't know/Unavailable

2. Does your institution have a specific **goal** for its **first-year to second-year retention rate**?

☐ No (Skip to Question 3.) ☐ Don't know/Unavailable (Skip to Question 3.)

☐ Yes→ If yes: The goal for the student retention rate (% of students who will be retained – not percent increase) and the schedule for achieving that goal are:

a. _____ % (percent retained goal)

b. Timeframe for achieving that goal

- | | |
|--|---|
| ☐ No specific timeframe | ☐ Five years |
| ☐ One year | ☐ More than five years |
| ☐ Two years | |
| ☐ Three years | |
| ☐ Four years | |

3. Assuming a 6-year timeframe for four-year institutions and a 3-year timeframe for two-year institutions, what is your institution's **current student degree-completion rate**?

_____ % (degree-completion rate) ☐ Don't know/unavailable

4. Does your institution have a **specific goal** for its **student degree-completion rate** (6-year graduation timeframe for four-year institutions or 3-year graduation timeframe for two-year institutions)?

☐ No (Skip to Section III.) ☐ Don't know/unavailable (Skip to Section III.)

☐ Yes→ If yes: The goal for the student degree completion rate (% of students who complete degrees – not percent increase) and the schedule for achieving that goal are:

a. _____ % (degree-completion rate goal)

b. Timeframe for achieving that goal

- | | |
|--|---|
| ☐ No specific timeframe | ☐ Five years |
| ☐ One year | ☐ More than five years |
| ☐ Two years | |
| ☐ Three years | |
| ☐ Four years | |

SECTION III: FACTORS AFFECTING STUDENT ATTRITION AT YOUR SCHOOL

This section contains a list of student and institutional characteristics or factors that can affect attrition.

To what degree does each factor affect attrition at your school?

Major Effect on attrition at your school						Major Effect on attrition at your school								
Moderate Effect on attrition at your school					Moderate Effect on attrition at your school					Little or No Effect on attrition at your school				
5	4	3	2	1	Factors	5	4	3	2	1	Factors			
☐	☐	☐	☐	☐	1. student employment opportunities	☐	☐	☐	☐	☐	22. student physical health issues			
☐	☐	☐	☐	☐	2. level of student preparation for college-level work	☐	☐	☐	☐	☐	23. adequate academic/learning support services			
☐	☐	☐	☐	☐	3. relevancy of curricula	☐	☐	☐	☐	☐	24. level of emotional support from family, friends, and significant others			
☐	☐	☐	☐	☐	4. student access to needed courses in the appropriate sequence	☐	☐	☐	☐	☐	25. residence hall facilities			
☐	☐	☐	☐	☐	5. student first-generation status	☐	☐	☐	☐	☐	26. programs to support students' transition to residence hall living			
☐	☐	☐	☐	☐	6. accuracy of information provided by academic advisors	☐	☐	☐	☐	☐	27. level of job demands on students			
☐	☐	☐	☐	☐	7. availability of academic advisors	☐	☐	☐	☐	☐	28. quality of interaction between faculty and students			
☐	☐	☐	☐	☐	8. level of academic advisors' concern for students	☐	☐	☐	☐	☐	29. consistency of instructional quality			
☐	☐	☐	☐	☐	9. student low socio-economic status	☐	☐	☐	☐	☐	30. out-of-class interaction between students and faculty			
☐	☐	☐	☐	☐	10. amount of financial aid available to students	☐	☐	☐	☐	☐	31. student study skills			
☐	☐	☐	☐	☐	11. student access to financial aid advising and information	☐	☐	☐	☐	☐	32. student engagement opportunities in the classroom (active learning)			
☐	☐	☐	☐	☐	12. ratio of loans to other forms of financial aid	☐	☐	☐	☐	☐	33. quality of interaction between staff and students			
☐	☐	☐	☐	☐	13. level of student commitment to earning a degree	☐	☐	☐	☐	☐	34. student mental or emotional health issues			
☐	☐	☐	☐	☐	14. student-institution "fit"	☐	☐	☐	☐	☐	35. rules and regulations governing student behavior			
☐	☐	☐	☐	☐	15. level of certainty about career goals	☐	☐	☐	☐	☐	36. student family responsibilities			
☐	☐	☐	☐	☐	16. extracurricular programs	☐	☐	☐	☐	☐	37. campus safety and security			
☐	☐	☐	☐	☐	17. student educational aspirations and goals	☐	☐	☐	☐	☐	38. student peer group interaction			
☐	☐	☐	☐	☐	18. commuting/living off-campus	☐	☐	☐	☐	☐	39. cultural activities			
☐	☐	☐	☐	☐	19. level of certainty about educational major	☐	☐	☐	☐	☐	40. distance from students' permanent homes			
☐	☐	☐	☐	☐	20. adequacy of personal financial resources	☐	☐	☐	☐	☐	41. level of intellectual stimulation or challenge for students			
☐	☐	☐	☐	☐	21. level of student motivation to succeed	☐	☐	☐	☐	☐	42. student personal coping skills			

SECTION IV: ON-CAMPUS RETENTION PRACTICES

Listed below is a series of programs, services, curricular offerings, and interventions that may make a contribution to retention on your campus.

First indicate if the practice is or is not offered at your school.

Then, if a practice is offered, indicate the degree to which you think it contributes to retention at your school.

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution?		Major Contribution to retention					
	No	Yes (Then, what degree of contribution to campus retention?)	Moderate Contribution to retention ↓ 3 Little or no Contribution to retention ↓ 1					
			5	4	3	2	1	
First-Year Transition								
1. summer orientation	☐	☐	→	☐	☐	☐	☐	☐
2. extended freshman orientation (non-credit)	☐	☐	→	☐	☐	☐	☐	☐
3. extended freshman orientation (credit)	☐	☐	→	☐	☐	☐	☐	☐
4. freshman seminar/university 101 (non-credit)	☐	☐	→	☐	☐	☐	☐	☐
5. freshman seminar/university 101 (credit)	☐	☐	→	☐	☐	☐	☐	☐
6. living/learning communities (residential)	☐	☐	→	☐	☐	☐	☐	☐
7. learning communities (non-residential)	☐	☐	→	☐	☐	☐	☐	☐
8. parent/family orientation	☐	☐	→	☐	☐	☐	☐	☐
Academic Advising								
9. training for faculty academic advisors	☐	☐	→	☐	☐	☐	☐	☐
10. training for non-faculty academic advisors	☐	☐	→	☐	☐	☐	☐	☐
11. advising interventions with selected student populations	☐	☐	→	☐	☐	☐	☐	☐
12. increased number of academic advisors	☐	☐	→	☐	☐	☐	☐	☐
13. integration of advising with first-year transition programs	☐	☐	→	☐	☐	☐	☐	☐
14. academic advising center	☐	☐	→	☐	☐	☐	☐	☐
15. center(s) that integrates academic advising with career/life planning	☐	☐	→	☐	☐	☐	☐	☐
16. assessment of faculty academic advisors	☐	☐	→	☐	☐	☐	☐	☐
17. assessment of non-faculty academic advisors	☐	☐	→	☐	☐	☐	☐	☐
18. application of technology to advising	☐	☐	→	☐	☐	☐	☐	☐
19. recognition/rewards for faculty academic advisors	☐	☐	→	☐	☐	☐	☐	☐
20. recognition/rewards for non-faculty academic advisors	☐	☐	→	☐	☐	☐	☐	☐
21. specified student learning outcomes (syllabus) for advising	☐	☐	→	☐	☐	☐	☐	☐
22. online advising system	☐	☐	→	☐	☐	☐	☐	☐
23. campus-wide assessment/audit of advising	☐	☐	→	☐	☐	☐	☐	☐
Assessment								
24. mandated placement of students in courses based on test scores	☐	☐	→	☐	☐	☐	☐	☐
25. recommended placement of students in courses based on test scores	☐	☐	→	☐	☐	☐	☐	☐
26. diagnostic academic skills assessment	☐	☐	→	☐	☐	☐	☐	☐
27. outcomes assessment	☐	☐	→	☐	☐	☐	☐	☐
28. learning styles assessment	☐	☐	→	☐	☐	☐	☐	☐
29. values assessment	☐	☐	→	☐	☐	☐	☐	☐
30. interest assessment	☐	☐	→	☐	☐	☐	☐	☐
31. vocational aptitude assessment	☐	☐	→	☐	☐	☐	☐	☐
32. personality assessment	☐	☐	→	☐	☐	☐	☐	☐

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution?		Major Contribution to retention					Moderate Contribution to retention		Little or no Contribution to retention	
	No	Yes (Then, what degree of contribution to campus retention?)	5	4	3	2	1				
Career Planning and Placement											
33. career exploration workshops or courses	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
34. internships	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
35. cooperative education	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
36. individual career counseling	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
37. computer-assisted career guidance	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
38. job shadowing	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
Learning Assistance/Academic Support											
39. supplemental instruction	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
40. summer bridge program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
41. remedial/developmental coursework (required)	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
42. remedial/developmental coursework (recommended)	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
43. comprehensive learning assistance center/lab	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
44. mathematics center/lab	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
45. writing center/lab	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
46. reading center/lab	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
47. foreign language center/lab	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
48. tutoring	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
49. study skills course, program, or center	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
50. early warning system	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
51. mid-term progress reports	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
52. performance contracts for students in academic difficulty	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
53. organized student study groups	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
54. service learning program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
55. ESL program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
56. online learning support	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
57. library orientation, workshop, and/or course	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
Mentoring											
58. peer mentoring	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
59. faculty mentoring	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
60. staff mentoring	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
61. community member mentoring	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
Faculty Development											
62. instructional (teaching) techniques	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
63. assessing student performance	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
64. faculty use of technology in teaching	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
65. faculty use of technology in communicating with students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
66. writing across the curriculum	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
67. interdisciplinary courses	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐
68. enhanced/modified faculty reward system	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐

		Offered at Your Institution?		Major Contribution to retention					Moderate Contribution to retention		Little or no Contribution to retention		
		No	Yes (Then, what degree of contribution to campus retention?)	5	4	3	2	1					
Programs, Services, Curricular Offerings, Interventions													
Financial Aid													
69.	pre-enrollment financial aid advising	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
70.	workshops in money management	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
71.	short-term loans	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
Co-curricular Services/Programs for Specific Student Sub-populations													
72.	adult students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
73.	commuter students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
74.	ESL students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
75.	female students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
76.	first-generation students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
77.	gay/lesbian/bisexual/transgender students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
78.	honor students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
79.	international students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
80.	racial/ethnic minority students	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
81.	veterans	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
82.	other (Specify.) _____ →				☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Activities/Programs													
83.	degree guarantee program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
84.	freshman interest groups (FIGS)	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
85.	college-sponsored social activities	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
86.	diversity information/training	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
87.	student leadership development	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
88.	time management course/program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
89.	health and wellness course/program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
90.	personal coping skills course/program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
91.	motivation and goal setting workshop/program	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
92.	residence hall programs	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
93.	fraternities/sororities	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
94.	required on-campus housing for freshmen	☐	☐	→	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Programs, Services, Curricular Offerings, Interventions that contribute to retention at your school (Please specify.)													
95.	_____ →				☐	☐	☐	☐	☐	☐	☐	☐	☐
96.	_____ →				☐	☐	☐	☐	☐	☐	☐	☐	☐

SECTION V

From the 96 items in Section IV (beginning on page 3), write the **item number and text** for the 1 to 3 items among the 96 that have the **greatest positive impact** on retention at your school.

Item # _____ Text _____

Item # _____ Text _____

Item # _____ Text _____

SECTION VI

We will prepare a report containing the results of this survey. Would you agree to a brief follow-up survey or phone call should we identify your retention program for inclusion?

☐ Yes ☐ No

If yes, please provide the following information.

Name _____

Job Title _____

Mailing Address _____

Phone _____

Email _____

SECTION VII: COMMENTS

If you would like to share information or comments that would enlighten our understanding of retention problems and/or solutions at your school, please write them in the space below.

Thank you!

(Please return your completed survey in the enclosed envelope. If you no longer have the envelope, please mail your completed survey to ACT, Inc.; Survey Research Services 47; PO Box 168; Iowa City, IA 52243.)

